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ABSTRACT

The curriculum is an adaptation of a secondary social studies curriculum designed to help nonhandicapped students understand alienation. In Unit I, students explore their personal experiences of alienation either as victims or perpetrators. In lessons 1 and 2 they role play an alienating situation in the classroom and analyze such past experiences of their classmates. In the third lesson, students practice problem solving skills to find solutions to situations in which individuals or groups are left out. Unit II addresses the specific alienating problems faced by disabled persons. General accessibility problems are introduced in lesson 1, followed by investigations in lessons 2 and 3 of the school's physical and programmatic barriers. The final lesson encourages students to overcome barriers through contact with special education students. (CL)

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HAWAII INTEGRATION PROJECT

THE SMALLEST MINORITY

Adapted Regular Education Social Studies Curricula for Understanding and Integrating Severely Disabled Students

Secondary Grades: Understanding Alienation

EC175534

THE SMALLEST MINORITY: ADAPTED REGULAR EDUCATION SOCIAL STUDIES CURRICULA FOR UNDERSTANDING AND INTEGRATING SEVERELY DISABLED STUDENTS

Secondary Grades: Understanding Alienation

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Hawaii Integration Project
Department of Special Education
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INTRODUCTION

The Hawaii Integration Project (HIP) has been funded by the Office of Special Education, Department of Education, as a model demonstration project to develop curriculum components, activities, and materials which promote the integration of children and youth with severe handicaps into school and community settings. Of all the people who have handicaps, those with severe handicaps comprise the smallest minority. Until recent years children with severe handicaps were isolated from the rest of society in their homes or institutions. However, advancements in educational technology and methodology and in state and federal legislation have led to educational programs and facilities in the public schools for children and youth with severe handicaps. Public Law 94-142, guaranteeing a free and appropriate education in the least restrictive setting for all handicapped children, has been especially helpful in moving the public schools to meet the educational needs of the students.

Students who are severely handicapped require intensive and specialized education programs which typically utilize a variety of adaptive equipment and materials. While these students spend a portion of their day on special programs, educators have also learned that students who are severely disabled need integrated experiences with students in regular education classes. Such interactions are essential component of programs for severely disabled students when you consider that the overall goal is to assist these students to be as independently functioning members of society as possible.

Even if severely handicapped students are being educated on public school campuses, however, it does not necessarily mean that

they have consistent interactions, or any interactions, with students of the same age in regular education classes. Regular education students, on the other hand, interact with classmates or children at their grade level almost to the exclusion of older or younger students or students in special education classes. Ironically, public schools have a long-term general goal of preparing individuals--students in regular and special education--to live and work in their community which is comprised of a wide range of individuals with varying ages, interests, skills, abilities and vocations. Yet learning experiences which take advantage of the diverse members of the school community are not emphasized. It is the belief of the Hawaii Integration Project staff that the benefits are unending when students have the opportunity to interact with and learn from all students, as well as faculty and staff, in the school enviroment.

In order to put this belief into concrete and specific programs, the HIP staff first explored the on-going programs for students in Hawaii's public schools. Programs which could be adapted to promote social interactions between handicapped and non-handicapped students were identified. The social studies curricula for regular education students were found to be especially compatible because these programs emphasized having students learn about themselves and others as well as encompassing the following Hawaii Department of Education's Foundation Program Objectives:

1. "develop a continually growing philosophy such that the student is responsible to self as well as to others";
2. "develop a positive self-concept";

3. "develop decision-making and problem-solving skills"; and

4. "develop basic skills for learning and effective communication with others."

The HIP staff then developed THE SMALLEST MINORITY: ADAPTED REGULAR EDUCATION SOCIAL STUDIES CURRICULA FOR UNDERSTANDING AND INTEGRATING SEVERELY DISABLED STUDENTS based on these objectives and tailored to social studies lessons presently being taught. These curricula for lower elementary, upper elementary, and secondary grades focus on the student learning about him/herself and, at the same time, learning about other individuals in the school--particularly students who are severely handicapped. The curricula does not teach students about types of handicaps or their causes and symptoms. Rather, students learn that students who are severely handicapped are students like themselves, with similar needs and feelings. The difference is that students with severe handicaps may have to use adaptive equipment or specialized materials to reach their educational goals. The curricula also emphasize that students learn best when they learn from and with other students in their school environment and not just from lectures, books, movies and the like. Being with a student who may think very slowly allows the learner to know the person rather than the disability. When students learn sign language, they are also encouraged to learn the signs used by students in their school.

The word "handicapped" has been used repeatedly in this introduction for the purpose of differentiating between two groups of students who do not have a record of interacting with one another. The word "handicapped" was also used because the Department of Education in Hawaii

uses this label when referring to individuals who need special education services. The HIP staff feels strongly that labels such as "handicapped" serve no positive purpose beyond completing the paperwork required by state guidelines on IEP's and other official reports. Documentation of the negative effects of labels on students is extensive. Therefore, we suggest that students are referred to as students whether they are in regular or special education classes. If there is a need to talk about a student who does not use speech or sign language to communicate, we suggest you refer to the student as a person first and the fact that s/he cannot communicate with speech or sign language second, eg., "the student (preferably his/her name) is nonverbal or doesn't talk." If there is a reason to use the word "handicap," we suggest you use "disability" instead. The following definitions of "disability" and "handicap" are offered:

1. A <u>disability</u> is an emotional, intellectual, or physical limitation. A person whose legs are paralyzed has a physical disability. A person who cannot speak or hear has a disability.
2. A <u>handicap</u> is an obstacle in the environment that makes it difficult or impossible for a person to participate in an activity. For example, if a person wants to get a book off the top shelf, but the shelf is too high to reach and there's no stool available, then s/he is handicapped in that situation. A person who uses a wheelchair and cannot enter a movie theater because a flight of stairs leads to the entrance and there is no elevator, is handicapped in that situation. Viewed from this perspective, haven't we all found ourselves in a handicapping situation?

3. Persons with disabilities are not necessarily handicapped. A person who does not have arms is disabled, but if s/he can be fitted with artificial limbs or learn to use other body parts as substitutes for the lost limbs, then that person is not handicapped.

These subtle but important distinctions in semantics may be confusing at times and you may not want to correct your students every time they use these labels or give long definitions for these words. We do hope, however, that you, as the teacher and model for your students, be aware of how you use these labels. Words are mighty; they reveal a person's attitudes and shape not only his/her actions, but also of those nearby.

The secondary curriculum for grades seven through twelve is subtitled Understanding Alienation. In Unit I, the students explore their personal experiences of alienation, as the persons who are alienated or as the persons who are alienating others. They role-play an alienating situation in the classroom in Lesson 1, and in Lesson 2 they analyze such past experiences of their classmates. In Lesson 3, the students practice their problem-solving skills in trying to find solutions to situations in which individuals or groups are left out.

Unit II focuses on the specific alienating problems faced by disabled persons. Lesson 1 introduces some of the accessiblity problems with a script depicting three characters who are physically disabled. Then in Lesson 2, the students investigate their school's physical barriers. Lesson 3 turns their attention to the school's programmatic barriers which keep the regular education students and the special education

students apart and alienated from each other. The students are also informed about some laws which address such physical and programmatic barriers. In the final lesson, the students are encouraged to break down some of these barriers by interacting, playing, and simply being with the special education students who attend the school.

UNIT I: EXAMINATION OF SELF AND OTHERS

Lesson 1: Experiencing Alienation

Goals for Students:

A. To experience the effects of alienation by simulating a situation in which alienation is present.

B. To understand the concept of alienation by defining the word and giving personal examples of its occurrences.

Definitions:

Alienation - Exclusion from some group; being an outsider.

Empathy - Understanding the feelings, thoughts and motives of someone else.

Materials Needed:

Colored cards at least 1½"x 3" in size, one for each student. Select two colors, (the activity was developed for red and black) and use the ratio 1/3:2/3 (i.e., if the class consists of 30 students, have 10 read and 20 black cards).

Safety pins, straight pins or masking tape, one for each student

Blackboard and chalk

Paper and pencils

Procedures:

A. Preparing for the Activity

1. Because of the potentially powerful impact of this activity, some orientation prior to the introduction is advised. Students should be told that they will participate in a unique activity in which they may actually experience alienation in the classroom. By briefing the students a day before the actual activity, any adverse, surprising or confusing effects may be avoided.

2. By following the procedures, you will be able to create an uncomfortable situation. Discomfort because of alienation is precisely what the lesson is designed to stimulate. The activity requires that the teacher respond to the students in an unnatural manner which may be difficult for some teachers. However, if

you keep in mind the ultimate goal of this lesson, developing empathy in your students for anyone who is discriminated against, then this discomfort may be easier for you to promote.

B. Introducing the Activity

1. Introduce the activity with such words as: "Yesterday, I told you that you would be participating in a unique activity. Rather than simply reading or talking about the idea of alienation, I think you will be able to understand it better if you experience it firsthand. It may not feel good to you, but that is part of what we are trying to learn about. The entire class will learn about alienation if you play the role you will be called upon to play. This activity will take about ____ minutes, and it will be over at ____. (Write the time the activity will end on the blackboard.) At that time you can stop pretending."

2. Ask each student to choose a colored card and to pin it to his/her clothing in a conspicuous place.

C. Role-Playing Alienation

1. Have the preferred majority group (those with the color black) cluster in one part of the classroom arranged in a manner to facilitate group interaction. The excluded minority (those with the color red) are to be scattered around the periphery of the room. The majority group should be seated in a way that gives them freedom to relate to each other and that excludes the minority group. As much as possible, students in the minority group should be isolated even from each other.

2. For the length of this activity, the majority group should do things that are more desirable than those done by the minority group. There are many ways to create an "insider/outsider" impact, and these ways depend upon the nature of your students. The following are some suggestions:

Preferential treatment activities

a. Talking about the significance of choosing the color black, including ideas about how that color choice makes them superior to other people, why the color black is important, etc.

b. Discussing party plans which would include the majority group only. Elaborations about a totally imaginary setting, entertainment, etc. in the mood of "the sky's the limit" should be encouraged.

c. Participating in an exciting group art or recreational activity.

d. Receiving special treats of food or other prizes.

Non-preferential treatement activities

a. Copying a list of spelling words, 10 times each.

b. Filling in worksheet forms.

c. Writing a 100-word paragraph on why they chose red.

Further, your attitude should be one of preference and excitement for those who chose black, and one of exclusion and indifference for those who chose red. In order for this activity to succeed, it is important to minimize the attention you pay to the red-tagged students; interactions with the should be business-like and comments should be related to the task at hand. On the other hand, your interactions with the black-tagged students should be warm, friendly, and easy-going. Do not let the black-tagged students interact with the red-tagged students. Do not let the red-tagged students interact with each other.

3. When the activity's time period is over, have the students continue to wear their color tags, but have them intermingle and form a circle for a large group discussion.

4. Have a group discussion and encourage all the students to share something about the experience. Continue the discussion until everyone has had time to express him/herself. Possible questions: How did you feel about the way you were treated by the teacher and by the other group? Did you feel that you deserved such treatment? How did the treatment make you feel? How did you feel about the work you were asked to do? What other things did you think about or feel during this activity?

D. Defining Alienation

1. Write the word "alienation" on the blackboard in large letters. Explain that you had tried to create a situation in which everyone would experience alienation--either being part of a favored, "inside" group, or being excluded from that group.

2. Tell the students that the previous activity was one way to experience alienation, and then share with the students a time when you felt alienated. Sharing your own example should put the students at ease and make them more comfortable in sharing their more important examples, which usually tend to be the more painful ones. Possible examples: a time when you felt "left out" of a clique, game party, or project, when you were not selected for a team, when you were ignored or your "hi" was not acknowledged by someone important to you, etc.

3. Tell the students, "Now that you have experienced alienation and we have talked about it, please write your own definition

of the word and an example of another time when you have felt alienation--in your home, school, or community. We will be sharing these examples in class for the next activity, so please do not write your name on your paper."

Ask the students to be as specific as possible in their examples, by answering the questions of "who, what, when, where, and how" and perhaps by using some dialogue. To trigger their thoughts, you might want to say something like, "Was there a time when...you were treated differently because of the color of your skin, because you were a girl, etc.?"

UNIT I: EXAMINATION OF SELF AND OTHERS

Lesson 2: Sharing Personal Experiences

Goals for Students:

A. To share actual experiences of being alienated by reading the written assignments.

B. To explore possible reasons for feeling alienated by discussing and listing such reasons.

Materials Needed:

Written assignments given in previous lesson

Paper and pencils

Blackboard and chalk

Procedures:

A. Sharing Personal Experiences

1. Divide the class into small groups (5-6 students in each group) and collect the anonymous written assignments from one group and give them to another group, so that each group will not be reading their group members' assignments.

2. Ask the groups to read the definitions and examples of alienation that they now have. Group members should take turns reading the individual answers aloud, and while they are listening to these answers, the group members should be thinking about the possible reasons why the people in the examples feel alienated.

B. Discussing Alienation

1. After all the written assignments have been read by a group, have the group choose a recorder and brainstorm about reasons why people feel alienated, left out, or different.

2. After all the groups have finished listing possible reasons, have a class discussion about alienation and draw up a master list on the blackboard of the reasons why people feel alienated. Possible questions: What are some common situations in which people often feel alienation? Are some types of people more likely to be alienated than other types of people? If so, why? Do people like to alienate other people? Why do people alienate other people?

Possible reasons for feeling alienated: differences in cultures, ethnic groups, physical features, sexes, religion, group memberships, skills, disabilities, etc. Possible reasons for alienating other people: lack of concern for others, too much concern for others, need to feel superior to others, etc.

Somewhere in the discussion, be sure to emphasize that: (1) everyone has experienced alienation at some time; (2) there are many reasons for feeling alienated; and (3) there are different ways of dealing with alienation which will be explored in the next lesson.

UNIT I: EXAMINATION OF SELF AND OTHERS

Lesson 3: Finding Solutions

Goals for Students:

A. To analyze the factors involved in alienation by reviewing and brainstorming on some alienating situations.

B. To evaluate solutions to alienation by ranking and discussing such solutions.

Materials Needed:

Copies of "Examples of Alienating Situations", (Appendix A), one per student.

Butcher paper or newsprint (large sheets), seven or more per group.

Marking pens

Masking tape

Stop watch or clock with second hand

Blackboard and chalk

Procedures:

A. Introducing the Activities

1. Review the main concepts which have been discussed in class during the past two lessons. Emphasize that in an alienating situation, there is usually a person or group of people who are being left out, and a person or group of people who are alienating or leaving them out. Mention some of the reasons why people feel alienated and why people alienate other people.

2. Divide the class into six groups and give each group six large pieces of paper, enough masking tape to hang them up on the wall, and several marking pens. Also, hand out a copy of "Examples of Alienating Situations" to each student. If you would rather use some of the students' personal examples, you may substitute their examples for some of the ones in "Examples of Alienating Situations." Be sure, however, to leave in, or even create, examples involving disabled students so that your students will be able to consider the problems disabled people face, as well as the problems they themselves face. If you do change the examples, make sure there are enough specific details in the new examples so that your students can answer the following questions.

3. Ask the groups to read the six examples and figure out: (1) who is being alienated, (2) why that person feels alienated, (3) who is alienating that person, and (4) why that person is doing the alienating. Try not to impose your judgements of the narrators upon the students: while the narrators' attitudes may not be "ideal," true feelings are often not.

B. Brainstorming Solutions

1. Explain to the groups that they will now brainstorm solutions to the problems presented in the six examples. Ask the groups to think about the changes the alienated person would have to make in order to feel better. What changes should the person doing the alienating make to help rather than hurt the alienated person?

   If the students are not familiar with the purpose and process of brainstorming, explain it to them using such words as: "Brainstorming is a process used to generate multiple ideas on one specific issue in a short amount of time. During brainstorming exercises, the purpose is to think of any solution that 'pops into your mind' and record that solution no matter how 'far out' or extreme it may seem. During the brainstorming exercise, there should be no attempt at evaluating solutions since it takes time away from thinking of other solutions and can inhibit creativity. Evaluation of the solutions you generate will come after the brainstorming."

2. Tell the groups that they will have ____ minutes to write down solutions to the alienation problem in Example #1. The group with the most solutions at the end of the time given will win that round. Remind the groups to write a "1" at the top of the large piece of paper they are writing on, to number the solutions so that the winning group can be easily spotted, and to write legibly and large enough so that the other groups can read the solutions when the pieces of paper are placed on the wall.

3. After you call time on Example #1, have each group post its piece of paper on the wall behind them, and determine the winner of Round 1. Give the students a little time to read the solutions generated by the groups, reminding the students that at this time the quantity of solutions is the focus.

4. Have each group remove its solutions to Example #1 and set that piece of paper aside. Proceed to Example #2 and follow the same procedures until the groups have brainstormed solutions for all six examples.

C. Evaluating Solutions

1. Assign each group one example to evaluate and role-play, or have the groups randomly pick their examples. Ask each group to then collect all the solutions for its example which the class has generated. Therefore, the group which will evaluate Example #1 should have six large pieces of paper filled with solutions for Example #1.

2. Ask each group to look over the solutions on the pieces of paper collected and to cross off any solution that appears more than once. Then have each group compile a master list of the solutions to its problem on a clean piece of paper.

3. Tell the groups that now the focus will be on the quality of the solutions. Direct the students to individually review each solution to the group's problem and select the five solutions which show the most respect for the people involved. Each student is to rank the five solutions from 1 to 5, with 1 being the solution which shows the most respect, 2 being the solution which shows much respect, etc.

   If the students have difficulty defining the term "respect," do not define it for them and ask that they decide for themselves what the term means and how it is shown or not shown in the solutions listed.

4. After all the students have finished their individual rankings, instruct them to compare and contrast their rankings with the other group members and to formulate and agree upon a group ranking of the solutions.

5. Have a class discussion, with each group reporting on the better solutions for its example and the process the group members went through to reach a group consensus. Possible questions: How did you define "respect?" In what ways does the best solution show the most respect for the people involved? Did the individual rankings differ greatly from the group ranking? How did the group members come to an agreement on the best solution?

6. If there is any enthusiasm and time, have each group role-play its example and best solution to the problem for the rest of the class.

D. Summarizing the Activities

If you are so inclined, you may want to summarize the concepts explored in Unit I by asking the students the following questions:

a. How do you perceive alienating situations now?

b. Are you more aware of yourselves and others in alienating situations now?

c. Do you evaluate alienating situations differently now?

d. Would you handle alienating situations differently now?

e. Do you find yourselves thinking differently now?

UNIT II: ALIENATION OF DISABLED PERSONS

Lesson 1: Learning About Physical Barriers

Goal for Students:

A. To distinguish between a disability and a handicap by giving examples of each.

B. To become aware of the physical barriers which handicap disabled persons by listening to a script and suggesting ways to overcome these barriers.

Materials Needed:

"Script" (Appendix A), six copies

Blackboard and chalk

Pencils and paper

Procedures:

A. Preparing for the Activity

1. Re-read the introduction to this curriculum which states our attitude towards the words like "handicap" and "disabled". We suggest that you try to avoid using such labels, especially "handicapped," and provide a model for students to use descriptive terms rather than labels. Encourage your students to describe what they see and the differences they see. Example: one student walks with braces and crutches and the other walks without these aids, rather than one student is handicapped and the other is not.

2. Duplicate six copies of the "Script," and ask six students to assume the roles of the three disabled students and the three school reporters. Allow them time to study the script and practice speaking aloud before the class presentation.

B. Distinguishing between Disabilities and Handicaps

1. Share the following example with the students.

"There was a situation in which a teacher was referring to individuals as being 'handicapped.' A man in the back of the room raised his hand. The gentleman was in a wheelchair. He said, 'I'm disabled, but I am not handicapped."

Write the words "disability" and "handicap" on the blackboard, and ask the students what they think the man meant when he used the two words.

2. Have a class discussion about the differences between the two words, with students giving examples of each. You may want to use the following definitions and examples to clarify these subtle but important distinctions.

Disability: A disability is a physical, intellectual, and/or emotional limitation, usually a medical condition. For example, a person who is paralyzed from the waist down because of a diving accident has a physical disability. That disability may be somewhat overcomed when s/he is in a wheelchair.

Handicap: A handicap is an obstacle that puts a person at a disadvantage when s/he is trying to do something. For example, if a person wants to get a book off the top shelf but the shelf is too high for that person to reach and there is no stool available, then that person is handicapped. Viewed from this perspective, all of us have found ourselves in situations where we were handicapped in one way or another.

Handicap	Disability
-you want to take Algebra II, but the school requirements say you have to take Algebra I first.	-your legs are paralyzed.
-you want to be a police officer, but the height and weight requirements eliminate you.	-you are legally blind.
-you want to do your best in the cross-country race, but you have a cold.	-you cannot speak and hear.

Disability as a Handicap

-you are legally blind and cannot read a selected book because it's not in braille and no reader or electronic equipment is available.

-you are deaf and cannot attend a lecture because an interpreter is not provided or available.

-you are in a wheelchair and cannot use the library because a long flight of stairs leads to the library entrance.

C. Analyzing the Script

1. Explain to the class that they will now listen to an interview of three disabled students by three school reporters for an article on some of the problems faced by disabled persons. Tell the class that as they are listening to the interview, they should try to figure out the difference between a "disability" and a "handicap" and how to eliminate the handicapping barriers which disabled people meet.

2. Introduce the students who will be portraying the characters and read the brief description of the characters given at the top of the "Script".

3. After the presentation, have a class discussion about the interview. Possible questions: How are Susan, Greg and Robert disabled? How did they become disabled? Many times disabled people can adjust to, compensate for their disabilities, but there are many barriers in the environment which handicap them and keep them from participating in activities with non-disabled people. What are some of the handicapping conditions which Susan, Greg and Robert face? How are they alienated from other people by these handicapping conditions?

4. Divide the class into small groups (5-6 students in each group) and ask each group to think of solutions to the barriers listed on the blackboard. Have each group choose a recorder to write down the solutions on the following chart:

Barriers	Ways to Eliminate Barriers

5. Have the groups report their solutions to the rest of the class.

Additional Activities:

A. Show the filmstrip "Chester: In Search of Community," available through the State Department of Health or the Mental Health Association. Have a class discussion about the barriers faced by mentally and emotionally disabled persons in their search for a sense of community and acceptance.

B. Invite an architect or developer to talk about the design of new buildings which consider the needs of disabled persons.

C. Have the students interview senior citizens and write interviews about how the world looks from an elderly person's point of view.

D. Rent or borrow wheelchairs for students to use at school, a shopping center, or other places they normally visit. Then have them write about their experiences and feelings about being confined to a wheelchair.

E. Invite a guest speaker with a physical disability to talk about the accessibility barriers s/he faces.

UNIT II: ALIENATION OF DISABLED PERSONS

Lesson 2: Investigating the School's Physical Barriers

Goals for Students:

A. To gain knowledge of architectural barriers faced by disabled perons by taking a quiz and discussing the answers.

B. To investigate a school area's physical barriers by surveying that area and reporting their findings.

Materials Needed:

"Test Your Knowledge of Architectural Barriers" (Appendix A), one per student

Transparency of Wheelchair Measurements (Appendix A)

"Wheelchair Accessibility Survey" (Appendix A), one per student

Overhead projector

Rulers or yardsticks, one per group

Paper and pencils

Blackboard and chalk

Procedures:

A. Preparing for the Activity

Make a transparency of the wheelchair measurements, draw the diagrams on the blackboard, or duplicate enough copies to pass out to small groups. Also duplicate enough copies of the quiz and survey for all students.

B. Testing Knowledge of Architectural Barriers

1. Pass out the quiz on architectural barriers to each student. Either have them take the quiz individually or in small groups.

2. After all the students have completed answering the nine questions, have a class discussion about the statements, giving the students the correct answers and information about the barriers (see Appendix A for answer sheet).

C. Measuring Wheelchair Requirements

1. Review some of the difficulties faced by the characters who used wheelchairs in the previous lesson.

2. Divide the class into small groups (5-6 students in each group) and show them the diagrams of the wheelchair measurements. Ask the groups questions such as:

   a. How high is the maximum reach of the average adult in a wheelchair? (5 feet)

   b. What should be the maximum height for a light switch? (4 feet)

   c. Could a person in a wheelchair reach the light switch in this room?

   d. How wide should a doorway be so that a person in a wheelchair can enter and leave easily? (Assume that the average width of a wheelchair is 25 inches; some are as wide as 29½ inches. According to national standards, doorways should be at least 32 inches wide to allow easy access.)

   e. Can a person in a wheelchair easily enter and leave this room?

   f. How much space does a person need to turn around in a room? (More than 6 feet.)

   g. Can a person in a wheelchair sit at your desk? (The space under the desk must be at least 30 inches high so that the wheels can fit under and the person can be close to the desk.)

D. Surveying a School Area

1. Go over the "Wheelchair Accessibility Survey" with the class, explaining the three main categories and what the students should be looking for. After each group decides upon the area it wants to survey, (another classroom, the auditorium, a restroom, office, playground, etc.), the group will then go to that area to fill in Part I of the survey. Upon returing to the classroom, the group will then summarize its findings in Part II.

2. Depending upon the areas chosen, you may want to point out specific facilities the groups should study and take measurements of, such as:

   a. Is a public phone available that is no higher than four feet at the coin slots?

   b. Are drinking fountains accessible? Are they hand operated? Do some have nozzle heights about 33 inches high?

   c. Are walkways at least 48 inches wide? Are walkways a continuous surface not interrupted by steep steps?

   d. Do ramps have a gentle slope? Are there handrails on at least one side? Are surfaces smooth? Is there a non-slip surface on important areas?

   e. Do doors have a clear opening of no less than 32 inches? Are doors too heavy for a person in a wheelchair to open? Is the floor on the inside and outside of each doorway level for a distance of at least 5 feet?

f. Do restrooms have one toilet stall that is 3 feet wide and 5 feet deep? Is there a sink accessible to people in wheelchairs?

3. Make arrangements and allow enough time for the groups to survey the areas they have chosen. After the groups have returned to the classroom and written their reports, have each group report their findings and recommendations for improving the school environment for physically disabled persons.

References and Resources:

Commission on the Handicapped, 335 Merchant Street, Room 215, Honolulu, Hawaii 96813. Phone: 548-7606

"About Barriers." Pamphlet. Architectural and Transportation Barriers Compliance Board. Washington, D.C. 20201 (A&TBCB-(79)00002).

Hawaii State Statutes, Section 103-50. General requirement that building design is to consider the needs of the handicapped.

American Institute of Architects, 1735 New York Avenue, N.W., Washington, D.C. 20006.

The Committee on Barrier-Free Design. President's Committee on Employment of the Handicapped, 1111 20th Street, N.W., Washington, D.C. 20036.

"Barrier-Free Architecture: 'Yesterday's Special Design Becomes Tomorrow's Standard.'" AIA Journal, March, 1975.

UNIT II: ALIENATION OF DISABLED PERSONS

Lesson 3: Investigating the School's Programmatic Barriers

Goals for Students:

A. To become aware of the programmatic barriers faced by disabled persons by comparing and contrasting their schedules with those of special education students.

B. To become aware of the rights of disabled students by listening and reading about some laws that pertain to them.

Definitions:

Brown vs. the Board of Education - The 1957 court case in Topeka, Kansas which first questioned the legality of providing separate but equal educational opportunities, one for white people and another for black people. The court ruled that state laws permitting segregation in public schools violated the 14th Amendment's equal protection clause, and thus separate education was not equal education. This court case provided impetus for the civil rights movement which not only affected blacks, but also other minority groups.

Public Law 94-142, the Education for All Handicapped Children Act of 1975 - The law that requires each state to establish procedures to assure all children with handicaps a free appropriate education in the least restrictive environment.

Individualized education program (IEP) - The annual goals and short-term objectives developed for each disabled student by those responsible for providing an education for him/her. These goals and objectives should be based on a full and individual evaluation of the child's educational needs, his/her present level of functioning, and his/her capacity to function in the regular education program. Skills that a student needs to function in a least restrictive environment should receive a high priority when the child's IEP is developed and/or revised.

Least restrictive environment (LRE) - The settings and facilities that are most like the ones the disabled student would utilize if s/he were not disabled. To the maximum extent appropriate, children with disabilities should be educated with children who are not disabled. Disabled children who can learn in regular classes with the use of supplementary aids and services should attend these classes. Only if the nature or the severity of the disabilities prohibit the children from achieving satisfactorily in a regular classroom, should special classes or separate schooling be selected.

Mainstreaming - The procedure and process of placing a disabled student in the least restrictive enviroment in which his/her educational needs can be satisfactorily met.

Partial Participation - The concept that even if disabled persons cannot perform all the steps necessary to complete a task or activity, such persons should be allowed, encouraged, and taught to do whatever steps they can. If they cannot perform the steps independently, then it may be necessary to help them with personal assistance and/or modifications and adaptations in materials, skill sequences, devices, rules, or physical and social environments. A severely disabled individual may never acquire all the skills needed to complete activities independently, but this is

not a valid criterion for excluding that individual from "normal," age-appropriate activities. If allowed to participate partially, a person with severe disabilities can be included in a wide range of activities with nondisabled peers and both may benefit from the interaction. (Brown, Branston-McClean, Baumgart, Vincent, Falvey, Schroeder, 1979)

Materials Needed:

School schedule(s) of special education student(s), one copy per student

"Least Restrictive Environment" (Appendix A), one per student

"Mainstreaming" (Appendix A), one per student

Paper and pencils

Blackboard and chalk

Procedures:

A. Preparing for the Activity

1. Meet with the special education teacher and find out what is/are the schedule(s) of his/her students with severe disabilities. Obtain enough information so that you are able to create one or more typical school schedules of these special education students. Fill out the following chart, beginning with the time the student(s) arrive on the school campus until the student(s) leave. Be sure to include any non-academic, extra-curricular, informal activities (e.g., eating breakfast, playing at recess time, moving in the corridors, using the bathroom, etc.) as well as the more academic and structured ones.

Time	Class or Activity	Place/Location

2. Duplicate enough copies of this (these) schedule(s), and the two readings for each student.

B. Comparing School Schedules

1. Ask the students to fill out the same chart to show their school schedules.

2. Divide the class into small groups (5-6 students in each group) and pass out copies of the schedule(s) you have made. Without identifying the type of students whose schedule(s) you have just handed out, ask the students what they can deduce about the students from their schedule(s). Possible questions: What kinds of activities do these students participate in? What skills are they learning? Is there a wide variety of activities? Would you like to have such a school schedule? Why or why not?

3. Tell the students that this is a typical schedule of students with severe disabilities, and ask each group to compare and contrast their schedules with this schedule by filling out the following chart. (As long as one group member engages in activity found on the special education students' schedule, have the group put that activity under the "Similar Activities" column. Focus on the nature of the activity rather than the place it occurs.)

Similar Activities	Different Activities

4. After all the groups have separated all the activities into these two columns, ask the groups to focus on the similar activities and think about which activities they are doing or could do with special education students at the same time and in the same place. Have the groups fill out the following chart:

Activities Already Integrated	Activities Which Are Possible to Integrate	Activities Which Are Not Likely To be Integrated

When the group puts an activity in the "Activities Which Are Not Likely To be Integrated" column, ask the group members to think about the reasons why not.

5. After all the groups have completed their charts, have a class discussion about the two charts. Possible questions: What kinds of activities do regular education students participate in at this school? What kinds of activities do special education students participate in at this school? Do special education students participate in as many activities as you do? Are there many activities shared by regular education and special education students? Could these common activities be done in the same place at the same time? Why or why not? What changes in programming and/or scheduling could be made to promote more integrated activities?

C. Learning about Human Rights

1. Ask the students to remember what it is like to be alienated and whether they would like to be alienated in school, left out of the activities they have on their schedules because of their ethnic groups, sexes, ages, or religions. Tell them that while students with severe mental disabilities may have difficulty keeping up in the academic classes that regular education students attend, and students with severe physical disabilities may have difficulties keeping up in classes which required good gross

and fine coordination, it is possible for these students to participate, or partially participate, in activities with regular education students. And if it is appropriate that special education students participate in an activity with regular education students, then it is illegal to keep special education students apart and alienated.

2. On the blackboard write down the two laws which most affect education for severely disabled students--Brown vs. the Board of Education and Public Law 94-142--and briefly explain them and their implications.

3. Pass out the two readings "Least Restrictive Environment" and "Mainstreaming" and have the students read them silently or take turns reading them aloud. Discuss any terms or concepts they find.

Additional Activity:

Have the students, either individually or in small groups, interview various members of the school's staff (principal, cafeteria worker, counselor, janitor, librarian, teacher's aide, secretary, etc.), using the "Severely Handicapped Integration Checklist" in Appendix A as a basis for their questions. If the interviewee's answer to any of the fourteen questions is "None," then the interviewer should follow up with, "Why do you think that this (activity, facility, or practice) is not integrated?" The student should jot down the reasons on another sheet of paper. If the interviewee does not know whether integration is occurring or not, then that lack of knowledge should also be noted. The objectives of this activity are not only to collect more information about the amount of integration in the school, but also to investigate the amount of awareness the school's personnel has about integration in the school. After the students have completed their interviews, have a class discussion about their findings.

UNIT II: ALIENATION OF DISABLED PERSONS

Lesson 4: Participating in Integrated Activities

Goals for Students:

A. To understand more fully the range of individual differences by interacting with students from a special education class.

B. To develop positive attitudes towards person with severe disabilities by playing in mutually enjoyable activities.

Materials Needed:

Dependent upon activity(ies) selected

Procedures:

A. Preparing for the Activity

1. In order to select integrated activities that would be appropriate for and interesting to your regular education students as well as to students in a special education class, notice the kinds of activities your students engage in and enjoy. Then confer with the special education teacher about the activities his/her students engage in and enjoy. For possible activities, see Appendix C, Recreational Activities: Integrated Activities for Disabled and Non-Disabled Students. Besides the recreational activities listed in this guide, other more academic activities, such as viewing a movie or television program, listening to a story in the library, etc., may also be appropriate for both classes.

2. With the special education teacher, schedule a time, place, groupings, etc. that would be convenient for both classes.

3. Before the interactions occur, remind the students about the similarities between disabled and non-disabled children which they previously discussed. Refrain from creating any stereotypes about how children with severe disabilities are supposed to look and act, but to make your students a little more comfortable about meeting new people, you may want to discuss some of the appropriate behaviors listed in Appendix B, Etiquette with People (with disabilities).

B. Interacting with Special Education Students

The procedures are dependent upon the activity(ies) selected and the students involved. Because some regular education students may be reluctant and/or shy about being with special education students and vice-versa, the two teachers may have to structure and supervise the activities more closely than they usually would, especially if this is the first time the two groups are interacting with one another.

C. Reacting to the Interactions

Have the class discuss what they saw and felt about their interactions with the special education students. Possible questions: Did you enjoy yourself? How was it similar to playing with your best friend? What did the special education students do that was different? Did you feel any prejudice towards them?

Additional Activity:

If time permits, have your students meet and interact with special education students on a regular basis. As the two groups of students become familiar and comfortable with each other, the social interactions will most likely improve.

APPENDIX A

Examples of Alienating Situations

"Script" by Susan Nunes

"Test Your Knowledge of Architectural Barriers"

Wheelchair Measurements by Sanford Mock

"Wheelchair Accessiblity Survey"

"Least Restrictive Enviroment"

"Mainstreaming"

"Severely Handicapped Integration Checklist"
by William Stainback and Susan Stainback

Examples of Alienating Situations

1. "Why did I ever come to this dance? It was foolish for me to think that this dance would be any different from the last disaster. Nobody asked me to dance the last time I came, and no one has asked me to dance this time. Of course, I haven't asked anyone either. But if I did, he would either say 'yes' out of pity or laugh at me and say 'no'. I guess I'll go lose myself in the bathroom or see if anyone is cleaning up the kitchen. I just hate to hang around here during the last dance."

2. "Why does Mrs. Hashimoto always pick on me? I don't want to be with kids who are retarded. They do things so slowly, and their work looks so sloppy. When I crack a joke, they don't get it. They don't know about video games or Star Wars or anything. I wonder if they even know what's going on around them? And besides, they look so awkward and funny kind. I don't want my friends to see me in that class with a bunch of mentals."

3. "Why are they laughing like that? What's so funny? What am I missing? I don't want to seem stupid, like I don't know what's going on, so maybe I'd better just laugh when they laugh. I just wish there were more people like me here so that I could communicate in my own language. It's so hard to understand these words, and they speak so fast. Even my parents don't understand how I feel sometimes, how lonely I get. I wish I could hear like everyone else."

4. "That's OK--you don't have to write the entire assignment like the rest of the class. I know how tired you must get because of your handicap, so why don't you rest while the others work. And if you'd rather eat in the classroom rather than in the cafeteria where you may have problems sitting down, I'll ask one of the other students to bring a lunch tray back here. Then you can eat lunch with me. I understand how you must feel, so just tell me if the assignments are too difficult for you, and I'll change them."

5. "Why do they always let the team captains choose their teams? Why can't they just assign us to the teams? That way I wouldn't be chosen last again. I'm such a lousy player that no one wants me on his team. I wish I could just forget the whole thing, go home, and watch TV instead. But my dad keeps hassling me about sports and being a jock like he was. I wish he liked music, my kind of music, instead."

6. "Why does she keep hanging around us? Isn't it obvious to her that we don't want her in our club? I mean, I thought she would get it when she invited all of us to her birthday party and we all said we were busy. I was sort of curious to go to her house and see for myself how those kind of people live, but I was afraid that I would catch something if I went there. Well, you know what they say about that ethnic group. She would never fit into our group; even having her around us would cause our reputation to go downhill fast."

SCRIPT

Characters: There are six characters: three student reporters, and three disabled students. GREG is confined permanently to a wheelchair following a car accident. SUSAN is paralyzed from the waist down as a result of a congenital deformity and is confined to a wheelchair. ROBERT is ambulatory and walks with the help of a cane. He had a bout with polio at the age of ten.

Reporter 1 — Greg, what changes took place in your life after your accident?

Greg — Well, after I accepted the disability, the main difference was the loss of spontaneity. I can't jump up and do anything any more.

Reporter 1 — Can you explain what you mean?

Greg — Let me put it this way. If you were sitting around the house with a friend and she said, "Hey, let's go out for pizza," you'd say, "Great!" and head out the door. But if you're like me, and in a wheelchair, then you'd better have a real battle plan worked out. Just for pizza.

Reporter 2 — What do you mean, "battle plan?"

Greg — Well, you have to know which pizza parlor is accessible to a person in a wheelchair. If you can't get to it, no point in going, right? You've got to think about whether you can move around in the place, whether you can fit your wheelchair arms under the table so you can eat without dropping food all over your lap. Oh yeah, and the restrooms -- you'd better pick a place where they're easy to get to, not upstairs or down some narrow hallway. You've got to think about the parking lot, you know, can you get your wheelchair out of the car after you're parked.

Reporter 3 — How about you, Susan. What kinds of problems do you encounter?

Susan — Well, I've been in a wheelchair since I was a kid, so I'm pretty used to it by now. See how strong my arms are? Planning ahead is part of my life, whereas Greg, with his recent disability, has a lot to get used to.

I think what's hard for me is passing up so many activities because I can't get to them. Some newer buildings have ramps instead of stairs, so you can get to the door. But a ramp is only a first barrier.

Reporter 3 — What do you mean?

Susan — Let me give you an example. A lot of buildings have been built with ramps, but sometimes, when you get to the top of the ramp, you're met with a door that's impossible to open. I mean, a lot of doors are simply too heavy for people in wheelchairs to manage.

Reporter 3 — So what do you do then?

Susan — You wait. In the hot sun, in the rain, in whatever. You've got to wait for someone who can walk to open the door for you.

Robert — Right! And that's not all either. Supposing the floor you need to get to requires use of an elevator. How do you think someone in a wheelchair is going to reach those buttons? See the problem?

Reporter 1 — Yes. I've been wondering why new buildings have elevators with buttons close to the floor.

Robert — Unless the building conforms to standards set for people like us, you know, with elevator buttons accessible to people in wheelchairs, ramps, and so forth, you've got to wait until someone helps you. It can really be frustrating.

Reporter 2 — You're not in a wheelchair. Do you still have problems?

Robert — Yeah, but these braces make it necessary to use a cane. I can push an elevator button now, but I have a lot of trouble with stairs. It takes me ten minutes to get to English class because the railings weren't designed with people like me in mind. If there's no guiderail in a stairway, I'm really stuck.

Susan — I've seen you really stuck on a rainy day if there's no walkway between buildings.

Robert — Yeah, but not as stuck as you are.

Greg — I'm just beginning to learn some of the problems I'm going to have to deal with the rest of my life! All my classes have to be on the first floor because I can't use the stairs. The buildings in my school are kinda old, so the doorways are too narrow for me to manage by myself. Someone's got to bump me over the threshhold and push me to a corner of the room where I won't be in anyone's way.

Robert — I'll bet you're always late to class.

Greg — You bet right. It takes me 15 minutes to get from Algebra to Social Studies because there's no walkway. Someone has to push me across the grass.

Reporter 2 — I guess I don't have to ask what happens when it rains.

Susan — When I was in the 6th grade, I couldn't go to the auditorium because there was no way I could get into the building unless someone carried me. I had a hard time in the cafeteria too because there wasn't room in the aisles to move my wheelchair in.

Robert — And we won't say anything about the restrooms.

Susan — Or the water fountains.

Robert — Yeah, I'm remembering all the excursions I couldn't go on when I was a kid because they couldn't get me on the bus. It was hard on my teachers too, because taking me along meant they had to spend a lot of time finding out if they could get me to the place the class was visiting.

Reporter 1 — That brings up a questions I wanted to ask. I remember reading somewhere that not only is there a problem getting into buildings and moving around once you're in them, but there's also a problem getting to those buildings in the first place.

Susan — I'm glad you brought that up. People who aren't disabled can simply think about walking, using the bus, catching a plane, or whatever. But for me, each of these poses a bunch of barriers. One day I'll be able to drive in a specially-fitted car. But there's no way I can take a bus.

Robert — Someone once said if President-elect Franklin D. Roosevelt traveling in 1933 from Hyde Park, New York, to Washington, D.C., for his inauguration had been forced to rely only on transportation services, he would never have made it.

Reporter 3 — How do you mean?

Robert — He couldn't have walked up the steps of a bus or train. If he had decided to fly, he probably would have been denied passage unless he had a husky companion with him. Do you know that until recently there was no way of getting a person in a wheelchair off an airplane if the attendants refused to carry him or her?

Reporter 3 — No, I didn't.

Robert — Anyway, even if Roosevelt made it to Washington, he would have found not only more inaccessible buses, but also a bunch of taxi drivers who would refuse to pick up a wheelchair passenger.

Greg — Even today, a person similarly disabled would meet the same barriers on a trip to almost any city in the United States.

Reporter 2 — Where can you go in your wheelchair?

Susan — Well, supposing I wanted to take a "walk" in my nieghborhood, just to get some fresh air. My walk would be a very short one. It would end at the first intersection.

Reporter 2 — Why?

Susan — There's no curb ramp, and the drop there is quite deep.

Reporter 1 — What about curb jumping?

Susan — Not me, I'm afraid. Some disabled veterans have learned to do all kinds of wheelchair acrobatics, including curb jumping. But that curb at the intersection on my street might as well be a brick wall. And it would be that way for most people in wheelchairs.

Greg — What you've got to understand is that the majority of people who are physically disabled -- including children and people who are old and unable to work -- don't have the resources to buy and operate their own cars.

Robert — And when you can't move around your environment, it's like being in prison. Only you can't see the bars with your eyes. You have to see them with your minds.

Reporter 3 — But how many people do these barriers really affect? Should changes be made to aid only a few?

Susan — But we're not talking about a few. There are over 400,000 people in this country who live in wheelchairs. And people in wheelchairs are only a fraction of the total number of disabled.

Greg — And the life expectancy of our population is increasing. One out of every two persons over 65 suffers some limitation of movement. Not all these elderly people live in wheelchairs. Many use walkers or canes. And most elderly people rely heavily on public transportation, because it's cheaper.

Robert — In time, most of us will meet the same barriers faced by physically disabled people like Greg, Susan, or me.

Reporter 1 — Well, it's something to think about. Thank you very much.

Test Your Knowledge of Achitectural Barriers

True	False		
____	____	1.	Ramps are easier for everyone to use than stairs.
____	____	2.	The color used on stairways is a frequent cause of stairway accidents for many elderly and low-vision pedestrians.
____	____	3.	Most people who are blind can understand direction signs in braille.
____	____	4.	If a door is wide and it has no threshold, it is accessible to wheelchairs.
____	____	5.	A dark sign with light lettering is generally easier to read than a light sign with dark lettering.
____	____	6.	Round doorknobs are generally the most difficult kind to use.
____	____	7.	Facilities for elderly persons should be furnished with soft, overstuffed furniture.
____	____	8.	Short nap carpets can cause barriers for wheelchairs.
____	____	9.	Public restroom signs marked "Ladies" or "Gentlemen" may pose barriers to some mentally retarded persons.

"Test Your Knowledge of Architectural Barriers" orginally found in Dis-Data Newsletter, March 1982, partially excerpted from Ha'ilono Kina, August, 1982.

Answers to "Test Your Knowledge of Architectural Barriers"

1. False — Many people prefer stairs and can use them more easily and safely than ramps.

2. True — Low contrasting colors can trick the eye and are found to be the cause of numerous stairway accidents.

3. False — At least 90% of persons who are blind cannot read braille.

4. False — Doors can have many barriers: door handles may be difficult to work, doors may close too fast and too hard, doors may be too heavy to push open, etc.

5. True — That's why most interstate freeway signs are dark green or blue with white letters.

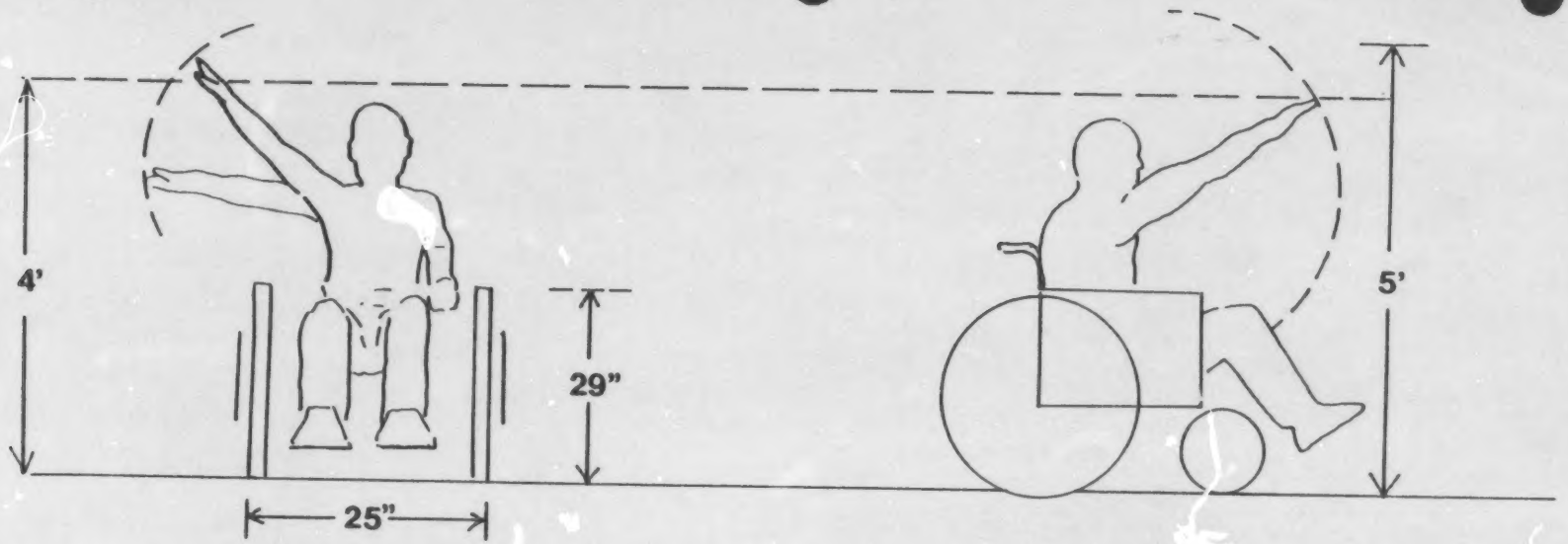
6. True — Lever handles require much less hand and wrist action.

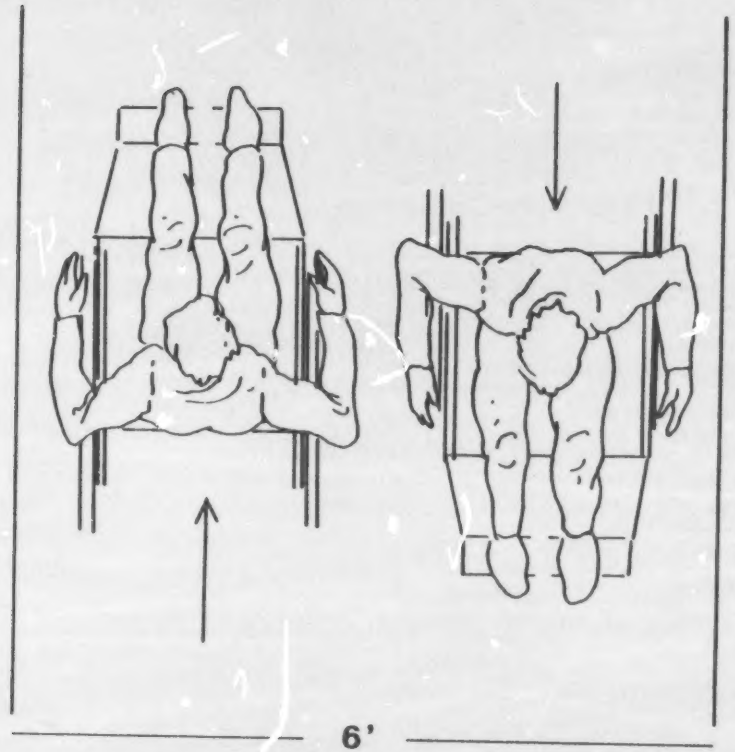
7. False — Soft furniture does not support the spine adequately; it may be nearly impossible for elderly people to get up from an overstuffed soft chair or sofa.

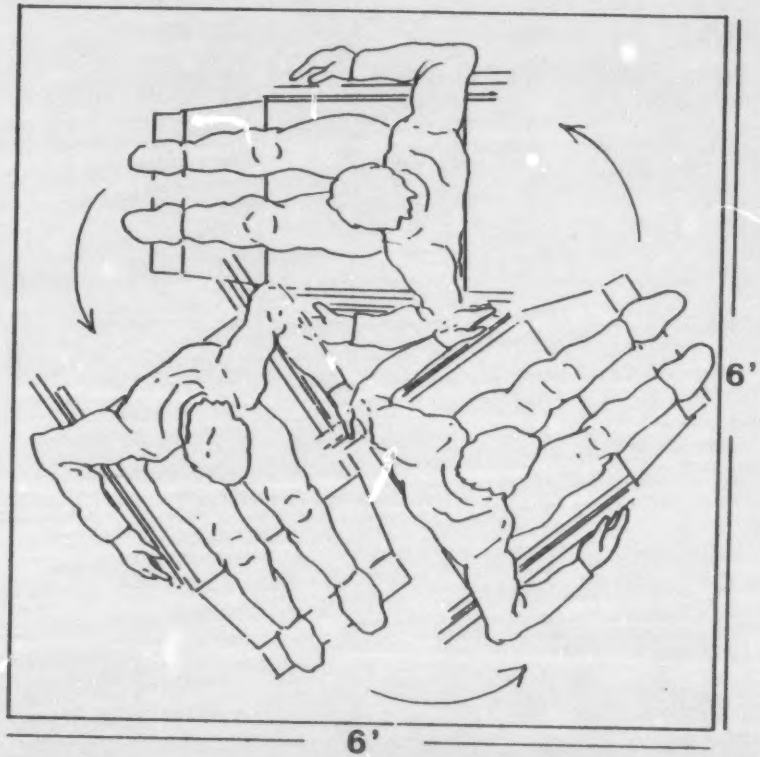
8. True — Short nap carpets have a nagging tendency to pull wheelchairs to one side as they roll over the carpet.

9. True — Some people are taught to distinguish between restroom facilities by the length of the word on the door: short word means "Men", long word means "Women."

Answers to "Test Your Knowledge of Architectural Barriers" originally found in Dis-Data Newsletter, March 1982, partially excerpted from Ha'ilono Kina, August, 1982.







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Wheelchair Accessibility Survey

I. General Description of the Area. Where is the area located? What does it look like? What are the major natural and/or man-made features present? What is the area used for? Include any drawings, maps, etc. if possible.

A. Approach and Entry. Are there any barriers which prevent easy access and entry to the area? Consider the incline and texture of the ground cover (lawn with roots and holes, steep gravel path, etc.), the height and width of walkways and curbs, the presence of any ramps, railings, stairs, or elevators, the width and weight of doors and gates, the types of door handles, thresholds, railings, etc.

B. Movement and Use. Is there room to move around in the area with ease? Are there any essential facilities in the area that are difficult to reach or use? Consider the height and location of play equipment, blackboards, bookshelves, bathroom stalls, wash basins, storage areas, aisle space. etc.

C. Related Areas and Services. In order to use this area properly, are there any related areas or services which are needed before or after? Consider the transportation services to and from this area, location of the buildings which must be used in order to complete the task, the time it takes to travel in a wheelchair to and from one area to another, etc.

II Summary of Barriers

A. Major Obstacles. List the barriers which prevent the use of the area by someone in a wheelchair.

B. Minor Obstacles. List the barriers which limit but not necessarily prevent the use of the area by someone in a wheelchair.

C. Your recommendations for improving the environment.

LEAST RESTRICTIVE ENVIRONMENT

Fact Sheet

What do the federal laws say about least restrictive environment?

Public Law 94-142 (the Education for All Handicapped Children Act of 1975) requires each state to establish procedures to assure all handicapped children a free appropriate education in the least restrictive educational environment. "All handicapped children" includes those who are in public and private institutions or other care facilities as well as those attending public or private schools. To the maximum extent appropriate, children with handicaps are to be educated with children who are not handicapped. That is, handicapped children who can learn in regular classes with the use of supplementary aids and services should attend these classes. If the nature or severity of the handicap is such that the child cannot achieve satisfactorily in a regular classroom, then special classes, separate schooling, or some other educational environment should be selected. (Section 612 (5) (B) of the Act.) Among the factors to be considered is the need to place the child as close to home as possible. The language of the Section 504 regulations of the Vocational Rehabilitation Act Amendments of 1973 (Public Law 93-112) is nearly identical to the least restrictive statute in Public Law 94-142. (§84.34 (a) of the Section 504 regulations.)

How does this relate to mainstreaming?

Mainstreaming is a concept which involves an educational placement procedure and process for exceptional children, based on the conviction that each such child should be educated in the least restrictive environment in which his or her educational needs can be satisfactorily provided. The word *mainstreaming* is never used in the federal laws. For many people the term mainstreaming implies regular classroom placement for all children with handicaps. This is a mistaken notion. Nowhere do the laws mandate that all handicapped children should be educated in regular classrooms. The primary consideration must be the delivery of a free, appropriate public education, which includes special education and related services.

What does the term "to the maximum extent appropriate" mean?

Before any action is taken with respect to the initial placement of a handicapped child in a special education program, a full and individual evaluation of the child's educational needs must be conducted. Based on the results of this evaluation, which must include information concerning the child's present level of functioning, a decision is made as to whether or not the child is eligible for special education. If the child is eligible, the evaluation data serve as a basis for determining annual goals and short term objectives that will be written into the child's individualized education program (IEP). Participation in the regular education program, *to the maximum extent appropriate*, depends on the unique needs of each child and should be specified in his or her IEP. (Section 121a. 346 (C) of Public Law 94-142 regulations and the Appendix, Subpart D, 24, of the Section 504 regulations.)

How does the least restrictive alternative concept affect the development of the IEP?

Skills that a student needs to master in order to function in a less restrictive environment should receive a high priority when developing the child's IEP.

What alternative placements should be available?

School districts should provide a continuum of alternative placements, including instruction in regular classes, special classes, and special schools; home instruction; and instruction in hospitals and institutions. Supplementary services, such as resource room or itinerant instruction, to be provided in conjunction with regular class placement, are also required by law. (Section 121a. 551 of the Public Law 94-142 regulations.) If the child's unique educational needs cannot be met by an existing program, an appropriate educational program must be devised.

What additional considerations influence placement?

Unless a handicapped child's IEP requires some other arrangement, the child should be educated in the school that he

or she would attend if not handicapped. In selecting a placement, consideration should be given to any potential harmful effect on the child or on the quality of services required. If a handicapped child is so disruptive in a regular classroom that the education of other students is significantly impaired, the needs of the handicapped child cannot be met in that environment. Therefore, regular placement would not be appropriate to his or her needs. (Section 121a. 552 (c) (d) of Public Law 94-142 regulations.)

How are nonacademic services and activities affected by the least restrictive alternative mandate?

Consistent with civil rights provisions, nonacademic services or extracurricular activities, such as meals, recess periods, athletics, clubs, and so forth, should be provided or arranged so that children with handicaps may participate with nonhandicapped children to the maximum extent appropriate. This requirement is especially important for children whose educational needs require that they be solely with other handicapped children during most of each day. (Section 121a. 553 of Public Law 94-142 regulations.)

Note: To obtain a copy of Public Law 94-142, write to your US representative or to one of your US senators. The final regulations for Public Law 94-142 are published in the *Federal Register* for Tuesday, August 23, 1977. The final regulations for Section 504 of Public Law 93-112 are in the *Federal Register* for Wednesday, May 4, 1977. The *Federal Register* is available at most public libraries.

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ERIC A product of The ERIC Clearinghouse for Handicapped and Gifted Children
1920 Association Drive, Reston, Virginia 22091
1978

MAINSTREAMING

Fact Sheet

What is mainstreaming?
In a broad sense, mainstreaming is an expression of change in American values. It is part of a general movement to end the practices of isolation and neglect of exceptional individuals. As a comprehensive official definition, the following was approved by The Council for Exceptional Children's Delegate Assembly in April 1976:

> Mainstreaming is a belief which involves an educational placement procedure and process for exceptional children, based on the conviction that each such child should be educated in the least restrictive environment in which his educational and related needs can be satisfactorily provided. This concept recognizes that exceptional children have a wide range of special educational needs, varying greatly in intensity and duration; that there is a recognized continuum of educational settings which may, at a given time, be appropriate for an individual child's needs; that to the maximum extent appropriate, exceptional children should be educated with nonexceptional children; and that special classes, separate schooling, or other removal of an exceptional child from education with nonexceptional children should occur only when the intensity of the child's special education and related needs is such that they cannot be satisfied in an environment including nonexceptional children, even with the provision of supplementary aids and services.

term used synonymously with LRE

Will all exceptional children be put in regular classrooms?
Mainstreaming is not the wholesale return to regular classes of all exceptional children who are currently in special classes. Schools must be prepared to demonstrate the appropriateness of their recommendations. Those individuals with handicaps in the trainably, severely, profoundly, or multiply handicapped range might well require a resource room or self contained classroom. However, the least restrictive settings should be determined on the basis of skill deficit rather than labels or categories of handicapping conditions.

What advantages does mainstreaming bring to exceptional children?
Mainstreaming brings the following advantages to exceptional children:

- Increased probabilities of being educated in their neighborhood schools.
- An educational setting that is in accordance with ordinary situations of community life.
- A combination of regular and special education.
- A learning program under the regular teacher's direction with support from specialists, aides, and pupils.
- A written individualized education program based on decisions and value judgments of more than one person.
- A data based program planned according to individual needs and skill deficits not hypothetical constructs developed about children in abstract categories.
- A full range of curriculum possibilities.
- Broadened social contacts.
- A sense of the future.

How does mainstreaming affect the role of regular and special education teachers?
In meeting the judicial and legislative mandates, special and regular teachers will be joining together and drawing from the skills and competencies of both disciplines. Models such as Vermont's Responsive Teacher Program assist

regular education teachers in acquiring special education skills through training that occurs directly in the classroom. Erosion of traditional boundaries between regular and special education will help lead to an individualized program for the exceptional child in a full continuum of instructional arrangements.

How are parents involved in mainstreaming? Parents will serve more as facilitators of programing than direct program persons. They should take an active part in decisions involving their child's placement and instructional goals and objectives. Through the individualized education program and legal options specified in Public Law 94-142, parents now have the means to procure quality services which meet their child's needs.

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1977

Severely Handicapped Integration Checklist (SHIC)

Date_____ Name of School_____

Name and Position of Person Providing Information_____

_____

Directions: After reading each question, put an X under the category that best reflects how many severely handicapped students engage in the specified activity or environment.

Do severely handicapped students:	All (100%)	Most (>50% but <100%)	Some (Approx. 50%)	Few (<50% but >0%)	None (0%)
1. ride the same school buses that nonhandicapped students ride?					
2. have their classrooms located throughout a regular school building with classrooms for the nonhandicapped?					
3. attend some (25% or more) school assembly programs with nonhandicapped students?					
4. eat lunch in the school cafeteria during the same time as nonhandicapped students?					
5. eat lunch at the same tables in the school cafeteria with nonhandicapped students?					
6. share recess (or recreational times) with nonhandicapped students?					
7. go on some (25% or more) school field trips with nonhandicapped students?					
8. share special events such as Halloween and Thanksgiving parties or football homecoming celebrations with nonhandicapped students?					
9. share homeroom with nonhandicapped students?					
10. use the same bathroom as nonhandicapped students?					
11. use the school hallways at the same time as nonhandicapped students?					
12. share one or more classes such as art, music, and/or PE with nonhandicapped students?					
13. have their school pictures interspersed with their nonhandicapped peers in school publications (e.g., yearbook, newsletters, or displays)?					
14. share some (25% or more) of the same school jobs and responsibilities as nonhandicapped students (e.g., arranging chairs in the gym for an upcoming assembly program)?					

Scoring procedures: Determine the score for each question (None = 0; Few = 1; Some = 2; Most = 3; All = 4) Add the individual scores to obtain the total score.

TOTAL SCORE _____

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APPENDIX B

Etiquette with People (with disabilities)

Karen Takemoto

ETIQUETTE WITH PEOPLE (with disabilities)

There you are, with no or little experience with disabled persons and thrust into a situation where you must deal with them. You feel a bit queasy and nervous - and don't know what to say or do. They look awkward, you feel awkward. Some look retarded, you feel retarded. They all look handicapped, you <u>are</u> handicapped. What do you say, what do you do?

Anything you would say or do with a non-disabled person.

Here are some tips to help you be less nervous.

1. Relax. Simply being yourself will also put others, disabled and non-disabled alike, at ease. If you're nervous and tense, you'll make others around you uncomfortable.

2. Offer help when you think it may be needed, but don't insist upon it. When in doubt ask, "May I help you?"

3. Treat disabled adults as adults and children as children. Like you and me, they deserve respect. Appreciate what disabled persons can do, rather than worry about what they cannot do.

4. Have fun. Disabled people like to laugh too. Mental or physical disabilities don't necessarily limit their sense of humor.

5. If disabled persons fall, take it easy. If they need help, they'll cue you in. If they can get up by themselves, let them. If they need some help, they will tell you.

6. Stairs. Stairs or uneven steps can be difficult for anybody, particularly those with physical impairments. Let them tell you how you may help. Pushing or pulling without their consent may upset their own system and balance, leading to an even more upsetting event. Instead, walk behind them, ready to lend assistance if they request it or if they slip.

7. When you meet disabled persons escorted by aides, speak directly to the disabled persons, not through the aides. If the persons are hard to understand, ask them to repeat themselves. If you still don't understand, say so. Ask questions referring to the situation to figure out what they mean. For example, "Is your question about this animal?"

8. Face the disabled persons when speaking to them. Common courtesy calls for this.

9. Don't be sticky sweet. Compliment them on things that deserve compliments, but don't go overboard and compare a child's stick drawing to a Rembrandt.

10. Try another way. When you come upon an obstacle, whether it be physical, communicative, or anything else, be creative and willing to try another way.

Wheelchair Etiquette

1. Offer your assistance to push the wheelchair. (Electric wheelchairs powered by the battery in the back need not be pushed.)

2. Before pushing the wheelchair, ask the disabled person if s/he is ready to move or at least tell him/her that you are going to push to prevent startling him/her.

3. Push the wheelchair slowly and carefully. Walk--do not run.

4. Be sure that the disabled person's hands and fingers do not get caught in the wheel's spokes; place his/her hands in his/her lap. Remember that the person sitting in the wheelchair may not be able to break a fall with his/her hands or avoid objects that come too close.

5. Go backwards down an incline, curbs, or steps, with others assisting you if necessary. This will minimize the chance of the disabled person falling out of the wheelchair.

6. Position the wheelchair so that the disabled person can see the object of attention. Also, don't block the view of others around you.

7. Speak to the disabled person face-to-face when stationary. When pushing the wheelchair, it may be necessary to lean forward so that both of you may hear what the other is saying.

Etiquette with The Seeing-Impaired Individual

1. Speak to the blind person as you would anyone else. Face him/her and talk of things that are of common interest.
2. "See" is a viable word in our vocabulary. Use it as often as you would with a sighted person.
3. When describing things, use concrete and familiar comparisons whenever possible. For example, the length of a guinea pig's leg is about the length of a finger.
4. When guiding a blind individual, ask him/her to take your arm. Never take his/her arm and propel him/her around. Simply show him/her your elbow by placing his/her hand on your elbow and you're set to go.
5. Ordinarily walk half a pace ahead of the blind person. In going up and down steps or into dangerous places, keep one pace ahead. Mention small and large irregularities in the terrain over which s/he might stumble.
6. Watch the blind person's other side (opposite the side you're closer to) and judge distances accordingly to avoid his/her smashing into door frames, posts, etc.
7. Give oral directions if it is necessary for the blind person to move left or right, to get out of the way, or maneuver into position. Don't shove him/her.
8. When seating the blind person, simply put his/her hand on the arm or back of the chair and have him/her seat himself/herself.
9. Quietly describe the placement of things in a room so that the blind person will have some idea of the obstacles and people he may encounter.
10. A guide dog accompanying the blind person is a working dog. The dog should not be distracted from his/her very important duty by petting or offers of food.

Etiquette with the Non-Verbal Individual

1. Don't ignore the non-verbal individual or assume that s/he cannot understand what you say and do simply because s/he does not speak.

2. Face the non-verbal person when you are speaking to him/her as you would with anyone else.

3. Ask yes-no questions. This way the non-verbal person can respond with a nod if possible.

4. Even if it sounds like a monologue, keep talking. This reaffirms to both of you the presence and importance of the other.

5. Touching is an excellent communication medium. Placing your hand on his/hers, or hugging him/her fosters a feeling of togetherness and reaching out. Non-verbal communication can be as effective as words.

APPENDIX C

Integrated Recreational Activities for Disabled and Non-Disabled Peers

Sue Brown, Karen Takemoto, Norma Jean Hemphill, Judie Collie
(Revised 4/83)

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Guidelines for Developing Integrated Activities

There are several important guidelines to follow when developing any integrated activity involving students from both regular education and special education classes:

1. Integrated activities should involve pairings or groups of disabled and non-disabled children who are within a similar chronological age range;
2. Activities should be age-appropriate, and of potential interest and value to each student who is involved;
3. If integrated activities are to occur, regular and special education teachers must cooperate with one another and develop mutually beneficial working relationships. These working relationships can develop most naturally when regular and special education teachers already interact with one another on a daily basis, such as in the teacher's lounge, at lunch, in meetings, by serving on committees together, participating in after school events, etc. These working relationships are difficult to develop when regular and special education teachers seldom interact either professionally or socially in the school setting, e.g., as when faculty meetings are held separately for regular and special education teachers. Integration should become a school purpose, not just a goal for children;
4. Teachers should plan to periodically observe the children's interactions during integrated activities; putting regular and special education students together in a shared activity is not an end in itself. The quality of the interactions is extremely

important. Observations provide the teacher with information that slight changes are needed to make the interactions more rewarding for the students, and give the teacher an opportunity to offer additional "cues" in an unobtrusive manner. For example, perhaps a regular education student needs to be told that "Tom can do that by himself if you give him just an extra minute," or does not recognize a sign or gesture by his/her disabled peer which the teacher can explain;

5. Educational programs and school activities should occur in the least restrictive environment, that is, the most natural and integrated learning environment available within or outside the school community. For example, if a severely disabled student's educational program includes objectives relating to eating skills, the self-contained classroom would not be a least restrictive instructional setting to practice these skills. Rather than eating lunch in the classroom, the severely disabled child should be instructed in eating skills in the natural and integrated learning environment available in the school for that particular activity: the cafeteria.

Also, if a social studies objective for second grade students is to communicate effectively with others, the most restrictive learning environment for that skill would be the second grade class with only second grade peers. The least restrictive environment would involve the variety of social interactions available in the school setting and the community, including those with same-age, older and younger peers, adults, and disabled well as non-disabled persons.

6. Integrated and natural learning environments should occur simultaneously to be considered the least restrictive setting That is, "parallel" and separate groupings and instructional arrangements within a shared environment do not provide students with access to integrated and natural learning opportunities. If a severely disabled student eats lunch in the cafeteria (the most natural learning environment) but sits at a separate table from his non-disabled peers with only other severely disabled pupils--or even at a completely different time than his non-disabled peers--the criterion of a least restrictive environment has not been met. His environment is <u>still</u> segregated. If severely disabled children share their recess period time with regular education peers but recess is always held in the special education classroom, the children do not have access to a least restrictive environment. The term "least restrictive setting", then refers to both the most integrated and most natural learning environment occurring simultaneously.

Assessment Procedures

A. Observe and assess disabled children (by special education teacher)

1. Ambulatory or nonambulatory?
2. If ambulatory, assess locomotor skills. Can these skills be used in isolated activities only or can the child transfer his/her performance to low-organized games?
   a. Walk
   b. Run
   c. Hop
   d. Jump
   e. Leap
   f. Slide
   g. Gallop
3. Assess object propulsion or ball handling skills. Can these skills be used in isolated activities alone or can the child transfer his/her performance to low-organized games.
   a. Throwing
   b. Catching
   c. Kicking
   d. Dribbling
4. Assess communication skills.
   a. Does the child understand spoken language? If so, how much?
   b. What communication skills does s/he have? Is s/he verbal?
   c. Does the child sign or understand signs? Teach the words which are most often used in physical education and recreational settings: ball, under, over, throw, catch, run,

walk, stop, hop, jump, toilet, fast, go, come, good, wrong, watch, understand, yes, no, left, right, what, again, ready, up, down, basket, hold, kick, music, etc.

5. Reinforcers. These may differ with each child.
   a. Positive - What activity/reward can be used to motivate the child to enter into the activities?
   b. Negative - Avoid activities/events which may cause a negative reaction to the situation.
6. Identify specific behavioral problems and management techniques as they may differ with each child. For example, if a child continually runs off or is destructive to certain toys or equipment, what is the best method of intervention for this particular child? Do not assume that one technique or method will be successful with all children.
7. How is his/her program organized? How will the integrated activities fit in for the child's existing educational program? While everyone should be able to adjust to some change, these changes should be gradual. The child may have to be coaxed by the teacher into participating in these activities initially, but more extensive program changes should occur gradually and only if the child shows interest in continuing to participate in these activities.

B. Observe and assess regular education children (assessment by regular education teachers).
   1. What are the general skill levels of that age group?

a. Locomotor skills.

1) Walk

2) Run

3) Hop

4) Jump

5) Leap

6) Slide

7) Gallop

b. Object propulsion or ball handling skills.

1) Throwing

2) Catching

3) Kicking

4) Dribbling

2. What activities does the child enjoy?

a. Organized games

b. Games

c. Physical fitness activities

d. Aquatics

e. Movement education

f. Rhythm/music/dance

3. How is his/her program organized? How will the integrated activities fit in for the child's existing educational program? While everyone should be able to adjust to some change, these changes should be gradual. The child may have to be coaxed by the teacher into participating in these activities initially, but more extensive program changes should occur gradually and only if the child shows interest in continuing to participate in these activities.

C. Miscellaneous recommendations.

1. The extent of assessment and teaching depends on the nature of the integrative activities. If the activities continue on a long-term basis it might be important to emphasize improving present skill levels and introducing new skills.
2. Assess the use of equipment and facilities. This must be done prior to selection of activities. If the activities include children from two different programs, it is wise to acquire equipment from both agencies as it emphasizes the desirability of cooperation.
3. Practice the activities with disabled children prior to their participation in integrated activities. This should help them feel more comfortable and insure some success when the integrated activities begin.
4. Provide a brief orientation to both groups of children and staff so they know what to expect. For more suggestions on orienting regular education students. see "Etiquette with People (with disabilities)", Appendix B.
5. Plan for a surplus of activities. If an activity is not going well, change to another. Yet, do not choose too many that require too much reorganization for the children. In other words, keep it simple.
6. If possible, integrate small groups initially. Increase the size of groups as judgment indicates.

Specific Ingegrated Activities

The purpose of any activity is to allow all students to participate as fully as possible in an enjoyable, interesting, age-appropriate manner. Therefore, when planning integrative activities, the teacher should insure that a child's disability does not prevent his/her participation in the activity. For example, a severely disabled five-year-old child who uses a wheelchair for mobility may be included in "story hour" with his/her non-disabled kindergarten peers. If, however, the teacher asks the children to indicate which of several stories s/he should read aloud to them by having them "vote" by standing up as s/he displays each book, the disabled child's disability is unnecessarily being allowed to interfere with his/her participation. The teacher could instead ask the children to raise their hands, and be careful to allow plenty of time for a physically disabled child to complete this motion along with his/her peer group. In some cases, the disabled child may require the assistance of a non-disabled peer in order to participate in the activity. For example, if a physical activity requires running, then a non-disabled peer could act as "pusher" so that a child who uses a wheelchair can be included in the activity.

When selecting activities for special and regular education students the following suggestions may be helpful:

1. Approach activities with the idea that there are may different ways to participate in an activity, and that all students <u>can</u> be participating members of the group. Students, teachers, aides, etc., should be encouraged to create alternatives so that all students will be able to participate. We have found that regular education children are extremely creative and helpful in generating useful and positive ideas which will allow their severely disabled peers to access environments and activities. Ask for their help!

In the following pages, we have included activities used successfully with groups of disabled and non-disabled students of different ages. Other activities, such as those found in arts and crafts books, outdoor game books, etc., can easily be adapted by keeping the criteria previously discussed in mind. In fact, the teachers and students at each particular school environment are best qualified to devise integrated activities appropriate to that setting, and they are limited only by their imagination.

ACTIVITIES

I. PHYSICAL ACTIVITIES

Physical activiites serve a dual purpose -- while helping the children develop gross motor skills, social skills are also developed. Both are important components in the growth of both disabled and non-disabled youngsters.

Indoor physical activities take into consideration the limited space of the classroom or activity room. They are generally more stationary while still utilizing some gross body movement and interaction.

Outdoor activities take advantage of the open space. These activities generally have much more movement than the indoor games and/or involve large equipment (such as parachutes) or games that require space.

Indoor - Elementary

Bean Bag or Yarn Ball Toss

Materials: bean bags or yarn ball, target markers or containers

Directions: Give each person or team a bean bag or yarn ball. They are to toss it in different ways using different parts of the body. Place markers or containers as targets.

Rope Game

Materials: rope or cord

Directions: Make patterns on the ground or floor and have the children walk or wheel on the ropes (or between two ropes) following the pattern. Straight lines, zigzag lines, circles and other patterns can be used. Later give individual ropes to each person or team and let them create their own design and try others' designs.

Knockdown

Materials: tether ball (or ball in rope sling), three bowling pins (or other stand up items, blindfold)

Directions: Hang ball from beam so that it is about six inches off the ground or off a table. Set up the pins either on the floor or on a table under the ball so that the ball can easily knock them down. Divide participants into teams. Participants can be either blindfolded or spun around several times. S/he is then given a turn to try to knock down the pins. Points can be awarded according to how many pins are knocked (or whether it's the first or second try.)

Indoor - Secondary

Portable Bowling

Materials: one set of plastic bowling pins, rubber bowling ball, bowling ramp, tape Optional: scoring pad and pencil

Directions: Mark spots on the floor with the tape for the bowling pins. Use an area that is long and narrow with a wall in the back (to stop the ball). Students take turns bowling in an effort to knock down as many pins as possible. Some students may find it easier to use the ramp (especially those who are physically impaired), while others may be able to bowl successfully without it. Non-disabled students may be asked to bowl with their left (or opposite) hand to neutralize the difference. Each person is allowed two turns (as in regular bowling). Score can be kept by teams or by individuals.

Obstacle Course

Materials: ropes, hurdles, hula hoops, cones, chairs, boxes, etc.

Directions: Set up an obstacle course using the varied materials and have the children take turns going through it. Give children an opportunity to make their own course.

Outdoor - Elementary

Bubbles

Materials: bubble liquid and sticks (dishwashing liquid can be used to replace the commercial bubble liquid)

Directions: Allow students to use the bubble liquid and sticks and let them blow, swing or lift the sticks to the winds to create fantastic, multi-sized bubbles.

Water Play

Materials: water table (or hose), baby bathtub, cups, funnels, floating toys, etc.

Directions: Allow the students to play with the water play equipment as much as they desire. They usually also enjoy playing and squirting one another with hoses.

Squirrels in Trees

Materials: none needed

Directions: Participants are designated as either squirrels or trees. Two people joining hands form a "tree". One squirrel goes inside each tree. It may be most appropriate to pair up people to be squirrels (as one child who uses a wheelchair and one child who is ambulatory). Extra squirrels interspace among the trees. When the leader calls out "squirrels change", the trees raise arms on one side and all the squirrels run to another tree. The object is for the squirrels to be with a tree.

Character Relays

Materials: none needed

Directions: Form teams with equal numbers of pairs. The relay progresses as each pair takes turn matching body parts (as nose to nose, ear to ear, etc.) or acts out a different animal (as pigs, ducks, snakes, etc.)

Busy Bee

Materials: none needed

Directions: For this game an odd number of participants is needed. Participants are paired up except for one who acts as the game leader. S/he gives directions to the group such as "head to head", "nose to nose" or other body parts and the players follow the directions. This continues until the leader calls "busy bee", at which time the players scatter to find new partners. The player without a partner is then the caller.

Roller Tube

Materials: field markers (weighted gallon bottles or road cones), inner tubes

Directions: Set up a course on a playing field, using the field markers to make a path. Start and finish lines should also be marked. The object is to roll the inner tube between the markers from start to finish. The distance from start to finish can vary as the group improves.

Clean Out the Backyard

Materials: volleyball net or rope, balls

Directions: Set up the volleyball net or rope about 6 feet high (height should depend on ability of children). Form two teams, one on each side of the net or rope. Distribute the balls (they can vary in size) so that there are an equal number on each side. The object of the game is to try to get rid of all the balls by throwing, overhand or underhand, to the other side. This includes the balls thrown to one side by the other side. Continue until the whistle blows. The team with the least number of balls on their side wins. Redistribute the balls and start again if desired.

Catch Ball

Materials: ball

Directions: Form a circle with one person in the center holding the ball. That person calls the name of one of the participants and tosses the ball to him/her (or you can use partners if the catching ability is varied). The player whose name was called must try to catch the ball. The center person stays until a person misses the ball, at which time s/he becomes the center person. To make it more challenging, the ball may be tossed straight up instead of directly towards the person called.

Parachute Play

Introduction: Parachute Play is becoming an increasingly popular activity for all grade levels in physical education. It provides for good development of strength, agility, coordination and endurance. Strength development is centered on the arms, hands, and shoulder girdle, but at times demands are made on the entire body.

Have children stand equidistance around the parachute. You can have each child take hold of a seam on the parachute.

How to hold the parachute: Basic grips: 1. Overhand - palms facing down, knuckles showing. 2. Underhand - palms facing up. 3. Mixed - a combination of underhand and overhand grips.

Body position: In most of the games, it is important to stress timing. Children should be on the balls of their feet in a squat position.

Materials: parachute

Activities: 1. Umbrella: holding parachute up in the air, arms extended overhead.

2. Mushroom: holding parachute up in the air, take three steps in toward the center.

3. Mountain or igloo: holding parachute up in the air, arms overhead take three steps in, then pull the parachute down behind your back and sit on it.

4. Making a Dome: begin in the starting position, have children stand up quickly, raising arms over their heads and quickly bring the parachute back down to the ground trapping air inside.

5. Number Mushroom: while all players are kneeling and holding on to the edge of the parachute, ask them to number off from 1-5 all the way around the parachute. This time when the parachute is in full mushroom, call "number 3 swap sides." The kids must run under the parachute to the other side before the parachute touches the ground.

6. Parachute Ball: players stand holding the parachute up at waist height. A ball is placed on top of the parachute. The aim is to roll the ball around the edge of the parachute which takes cooperation from all. This is achieved if you are behind the ball, by lifting your edge up, or if you are in front of the ball, you lower your edge. As the ball rolls around players must lower or raise the parachute--whichever is applicable.

7. Running Number Game: have the children around the parachuce count off by fours. Start them jogging in a circular fashion, holding the parachute in one hand. Call out one of the numbers; the children with that number immediately release their grip on the chute and run forward to the next vacated place. This means that they must put on a burst of speed to move ahead to the next vacated place.

8. Merry-Go-Round: holding on with one hand use directed locomotor skills around the circle, reverse on signal. Music or drum beats can be used to help children keep time to the directed locomotor skill.

9. Tug-of-War: divide into two teams and on signal both teams try to pull the other team over a set boundary.

10. Parachute Exercises:

a. Toe Toucher: sit with feet extended under the parachute and the chute held taut with a two-hand grip, drawn up to the chin, bend forward and touch the grip to the toes. Return to stretched position.

b. Bicep builder: place parachute on the ground, stand around the chute with one leg forward and one back for good support and balance. Grasp the edge of the parachute with a palms up grip. Lean back holding on to the chute. Pull the parachute towards you when the signal is given without moving your feet or jerking the chute. Continue pulling hard until a signal is given (6 seconds).

c. Bend and stretch: all hold the parachute at waist level with a palms down grip, all bend forward when I count one, and

touch the edge of the chute to your toes. Lift your arms high over your head when count two is given, stretching as far up as possible. Bend forward at your waist when count three is given, and again touch your toes. Go back up in the same way when count four is given, come down again on five, up again on six, and continue for several times.

11. Some children may enjoy the experience of sensory stimulation by being placed under the parachute while others flap it around or may sit in the middle of the parachute and have others make "waves" around them.

II. QUIET-TIME ACTIVITIES

Quiet-time activities are generally those activities that need minimal supervision and that children can play independently. The activities included in the section are especially appropriate when time is limited. Once the children know the rules of the activities and the location of the equipment, they can be played during "free time".

For older severely disabled youngsters it is important to choose activities that their peers are also interested in (this can be discovered by observing what teenagers do in their free time). Then, depending on resources (money), these materials or activities can be purchased. Not only will the severely disabled students enjoy these new activities but they will provide a common ground for peer interaction.

Elementary

Puppet Play

Materials: paper bags, crayons, colored paper, paste, etc.

Directions: Simple puppets can be made using a paper bag. Using the flap as the mouth, it can be opened and shut with the thumb and fingers. The face and body features can be drawn or pasted on. Puppet play allows for the students to be as imaginative and expressive as they want to be. This activity can be semi-directed with the teachers giving suggestions.

Playdough

Materials: purchased playdough or homemade playdough (most activity books include a recipe for playdough)

Directions: Playdough is a flexible medium that children can independently and cooperatively shape, pound, squeeze, cut, etc. The manual manipulation helps to develop fine motor skills with also giving the manipulator control over the form. Playdough, because of its non-toxic quality, is recommended over regular clay.

Fantasy Play

Materials: any play items that are available - blocks, dolls, trucks, playhouse, etc.

Directions: Children are given time to play and interact among themselves with little supervision.

Book Sharing

Materials: a variety of books including reading books and picture books

Directions: Children are given time to read, look at books together. Those children who can read will have the opportunity to read to those who cannot.

Hide and Seek

Materials: none needed

Directions: When an integrated group of children play this game, it is easiest to play it indoors and by pairs. Although the hiding places may be somewhat obvious, there is a great deal of play and interaction.

Secondary

Some of the following activities may also be appropriate for elementary-aged children. They are included in this section because of their appropriateness with older children.

Electronic Music Stick

Materials: electronic music stick

Directions: The electronic music stick, with its color-coded keyboard, produces a 25-note scale by merely touching the stick. Because of its simplicity it is appropriate for youngsters of varying ages and ability levels. It can be adapted to a wide range of skill levels; songs can be played from the song book or musical combinations can be produced. Its tactile and auditory qualities make it appropriate for visually and/or hearing impaired students.

Lego

Materials: Lego - either primary or regular

Directions: Because of the unlimited possible combination of pieces, Lego and other similar interlocking building sets are enjoyed by many people. It provides opportunities for self-expression and creativity. Youngsters can be taught how to make certain objects or they can be allowed to manipulate it any way they wish.

Lite-Brite

Materials: a Lite-Brite game

Directions: Lite-Brite gives children and youth the opportunity to create a variety of pictures with pegs of different colored lights. The

designs can be adapted to a wide range of skills - some are simply rows of dots, some are pictures of simple objects, and others are pictures of more complex objects. Youngsters can choose whatever design they like to place on the screen. The design can be made following the color key given on each design sheet or the individual can create his/her own combinations.

Pinball Games

Materials: a pinball game

Directions: Pinball games can be played by individuals, pairs or groups. It is an activity that is highly reinforcing; youngsters and adults of all ages enjoy it. Pinball games are found in many community settings, such as arcades, bowling alleys, shopping centers, etc., and is also widely available in various types, such as table top, free-standing aud commercial, and at varying prices. Teaching children how to play it will encourage interactions with individuals of different degrees of skill.

Remote-Control Vehicle

Materials: any remote-controlled vehicle

Directions: Remote-controlled vehicles are easily activated and manipulated by youngsters of different ages and ability levels. They are especially suited for severely handicapped students because of of the ease in manipulating them.

Simon

Materials: Simon

Directions: In the game of Simon, each person plays against him/herself to see how far each can progress. The game has different levels of difficulty and can be used with individuals of different ability levels.

Target Games

Materials: any target game, either hand made or commercially bought

Directions: There are a variety of target games available - including velcro ball and dart games and electronic target games which light up when a "hit" is made. Directions can be varied to accomodate youngsters of different abilities, as a flexible "shooting line", teams, etc.

TV Video Games

Materials: any TV video cartridge, television.

Directions: Cartridges for TV video games are available with varying degrees of difficulty. Scores can be kept for each person so that s/he competes only with him/herself rather than with other children.

Because they are also available in stores, restaurants, etc., teaching youngsters to play these games will give him/her skills that are generalizable to home, community, etc.

III. MUSIC ACTIVITIES

Music is an activity that is enjoyable with children of all ages and ability levels. It can be used as an activity in itself or combined with other activities such as arts and crafts, exercises or leisure time activities. Everyone can participate by varying the degree of participation. Instruments range from the more simple to the more complex and so are appropriate for all.

Elementary and Secondary

Rhythm Band

Materials: a variety of percussion instruments (e.g., tambourines, drums, maracas, sticks, bells), records, record player

Directions: Have a "play-along" using different instruments and music (records, radio, etc.). Use any record with a strong beat to it; marches are excellent in the beginning. Rock and roll tunes, country music and lively folk music are also appropriate. For variety use wood instruments and drum. Music that changes tempo also lend variety.

Questions and Answers

Materials: a variety of instruments

Directions: One person is designated leader. S/he leads a short rhythm pattern (e.g., 1, 2, 3, 4 or 1, wait, 2, 3, 4, etc.) and the group repeats it in rhythm. It can be varied by separating the group into smaller groups and numbering them. Then the leader leads a rhythm, calls out a number, and the group with that number responds.

Movement to Music

Materials: records, record player, drum

Directions: The group moves to the rhythm of the music played. Movement can include: walking, running, skipping, tiptoeing, marching, etc. A leader can lead the movement while the participants copy, or s/he can beat a rhythm on a drum while having the participants move in time to the music independently. Youngsters can be paired so that those with a better sense of rhythm are paired with those who need help. Balls may also be bounced to music while the children are standing still or walking. Musical chairs can also be played with younger children.

Exercises to Music

Materials: records, record player, piano or other instrument that has easily played high and low notes

Directions: Any appropriate music can be used for warm-up and stretching exercises. Songs can be chosen that give directions. Children can also be directed to move their bodies corresponding to the tone of notes played on a piano (e.g. high note - raise arms, low note - crouch down, etc.)

Music-Art

Materials: records, record player, materials for an art activity

Directions: The children can be directed to color, paint, etc., to music while it is being played. They should be given a few minutes to listen to the music before they begin the art activity. They should be encouraged to have their art movements correspond to the sound of the music (fast music - lines, zig zags, etc.; slow music - curves, soft lines).

Singing

Materials: instruments to accompany singing, song charts if appropriate

Directions: When teaching a new song, keep the following points in mind:

1) Sing a new song through and have the group clap or hum with you.
2) Take a verse at a time and have the group repeat.
3) Don't worry if you're not in tune or if the group is not in tune.
4) Give a lot of support for their singing.
5) An instrument to accompany the singing, such as ukulele, piano, or autoharp helps keep the group together.
6) If there are group members who can read, prepare song sheets or charts ahead of time.
7) When one person knows the song relatively well choose him/her as song leader. This should rotate among participants. If some have a difficult time remembering the words, pair them with those who do remember the words.
8) Non-verbal children can keep the rhythm with an instrument, etc.

Music Listening-Appreciation

Materials: variety of records, record player

Directions: Play short musical selections varying in moods (happy-sad, melodic-non-melodic, classical-modern). After playing one selection, talk to the group about the music. Did they think of anything in particular while they were listening to the music? Play a different selection and compare. Discuss the different instruments and sounds.

Making Rhythm Instruments - See "Therapeutic Recreation Program" 1979-80 (Revised Edition), Department of Parks and Recreation, City and County of Honolulu, p. 25.

IV. ART ACTIVITIES

When planning for art activities group the youngsters heterogeneously so that they can be of assistance to one another. Encourage partial participation (perhaps by modeling) so that everyone will be included in the activity. Give the participants the responsibility of gathering the materials and cleaning up as much as possible. It is important to encourage cooperation whenever possible.

Elementary and Secondary

Invisible Painting

Materials: large sheets of light-colored, durable paper, candle stubs, thin, dark tempera paint, paint containers and brushes

Directions: Children first draw on the paper with the candle stub. They then paint over the entire picture with water, dark paint. Areas colored with candle will reject the paint and remain blank. Allow the paper to dry.

Paint a Pet Rock

Materials: smooth-surfaced rocks, tempera paint, paint holders, brushes

Directions: Each child can paint his/her rock in any way desired. It can be painted one color, with designs, etc. It is also possible to paste pictures on it and then cover them with varnish.

Paper Mache a Group Pinata

Materials: newspaper (strips), large balloons, wheat paste, water, containers for paste, paint, clear spray shellac or varnish

Directions: Place paste in containers with water next to it. Pour small amounts of water into the wheat paste and allow children to mix this with their hands (be sure containers are large enough so that the mixture stays in it). Inflate balloons and tie. Cover strips of newspaper with the paste mixture, scrapping off the excess. Cover the balloons with the newspaper strips. Allow one coat of newspaper strips to dry before adding additional layers. During the following days, they can make ears, nose, etc. out of newspaper and attach them to the balloons with strips of paper. The object needs to totally dry before being painted and coated with a sealer.

Printing with Water Soluble Ink

Materials: ink, old paint brushes, brayer (roller to apply ink), different kinds of paper, variety of items to print with (styrofoam tray bottoms, bottle bottoms or sides, clay items, cut and patterned erasers, fruits or vegetables, etc.)

Directions: Select item or items to be printed. Apply ink to the surface using a brush or brayer. Gently place the paper on the inked item and rub paper for full contact. Remove and allow to dry.

Variations:

1. Repeat the pattern to cover the paper, using one or more than one item. This can be also used as wrapping paper.
2. Using glue or rubber cement, draw a design on cardboard. After this has dried it can be used as a printer.
3. Collect leaves. Place them under weighted object (book) for 4-5 days to flatten. Paint the leaves and press or place them under a paper and roll over them with a brayer to make a pattern.
4. For tapa printing, wet a crumpled paper bag and allow it to dry. Then paint it with a variety of patterns and shapes.
5. Glue spaghetti onto cardboard. Allow it to dry and then use it to print with.

Roll-On Painting

Materials: empty, washed, roll-on deodorant bottles, thin tempera paint, durable paper

Directions: Fill washed-out deodorant bottles with thin liquid paint (tops will unscrew). A variety of designs can be made free-hand or students can trace shapes or lines already drawn. If the bottles are difficult to grasp, wrap tape or rubber bands around them to make them less slippery.

Sponge Painting

Materials: sponges, variety of paint colors, durable paper, containers for paint

Directions: Cut up sponges into a variety of shapes (have children help if they can), and have children make prints by dipping them in a variety of colors for different designs. Cut vegetables (potatoes are good) can also be used to create different print designs.

String Painting

Materials: string, paint, paper, containers for paint

Directions: Using pieces of string about 12 inches long, have children dip the string into the paint and pull across the paper for dif-

ferent designs. They can also fold the paper in half, lay the wet string on half the sheet, fold over the second half and press down for a design.

Note for Painting Activities:
Baby dish warmers with suction cups underneath can be used to hold paint secure to table top.

Pudding Finger Painting

Materials: vanilla pudding, food coloring, paper, bowls

Directions: Mix pudding (children should be able to do this) and divide into the number of colors you want. Add food coloring to obtain desired color. Children can create designs of circles, triangles, flowers, dots, etc. with one finger or more. Use heavy paper if you want to keep the design.

Transparent Crayon Picture

Materials: paper (mimeo or newsprint), crayons, tape, small cloth, small amount of cooking oil

Directions: Participants can color their paper in any way desired - a picture, design, etc. After they are finished, wipe over the paper with the oil dampened cloth. The paper becomes transparent and the colores resemble stained glass.

Batik Without Hot Wax

Materials: flour or wheat paste, squeeze bottles, colored inks, cloth, iron

Directions: Mix flour (or wheat paste) and water together until it can be squeezed out of a plastic detergent bottle to make thick lines. Draw a design with the mixture and let it dry. Then paint over it with the colored inks. When finished, scrape off the lines and set the color with a warm iron.

V. SPECIAL EVENTS: FOOD AND PARTIES

Parties are great gathering times. It is a time for informal interaction, relaxation, and very often, snacks. Preparing and eating snacks develops cooking and etiquette skills. Special occasions including birthdays and holidays can be a stimulus for a party. Customary themes can be carried out in the form of coloring foods such as red for St. Valentine's Day, green for St. Patrick's Day or orange for Halloween, etc.

Snacks at break time can also be prepared with the students all working together. It is best to choose simple recipes that can easily be prepared and require few ingredients. Following are a few suggestions.

No Cook Candy Balls

1½ c. graham cracker crumbs
¼ c. sugar
½ t. cinnamon
½ t. nutmeg
½ c. peanut butter
½ c. corn syrup
powdered sugar or something to roll candy ball in
wax paper, tape

Mix all ingredients. Roll ingredients into a small ball, then roll them in powdered sugar (or any item to cover it - crushed nuts, granola, etc. may be used). A chocolate chip can be placed on top on each one. After ingredients are mixed, it is easiest to tape wax paper in front of each person so they can roll their own on it.

Peanut Butter Playdough

peanut butter
powdered milk
honey
optional: chocolate powder, raisins, cereal

Add honey to peanut butter in a proportion of 1:4 (4 times as much peanut butter as honey). Pour in a little powdered milk to reach playdough consistency. Distribute a small amount of dough to each person and encourage them to make shapes before eating it. Raisins, chocolate chips, etc. can be used to decorate the figures before consumption.

Smoothies

fruit
milk
ice cream or ice

Combine small amounts of fruit, milk, ice cream (or ice) into a blender. Turn blender on and off quickly to mix the ingredients.

VI. SPECIAL EVENTS: FIELD TRIPS

There are many places in the community appropriate for field trips. Degree of preparation ranges from no preparation, as in walking to a nearby store, to obtaining Handi-Van for physically disabled students.

The procedures for taking a group of disabled students on a field trip may include:

1. checking the destination for physical accessibility in advance; making alternative arrangements if accessibility is a problem
2. arranging special transportation services such as Handi-Van
3. arranging for additional staffing, if necessary
4. following regular excursion procedures (permission, fees if necessary, etc.)

Following are some suggestions:

- the zoo
- movies
- symphony concerts
- touring public facilities as the airport, legislature, etc.
- restaurants - this will promote good table manners
- stores - helpful to teach community awareness and some monetary skills
- sports events
- bowling alleys - bowling ramps may be used with children in wheelchairs
- plays
- special interest places
- picnics